Yav Pem Suab Academy Charter

Academy Council/School Site Council/ELAC Meeting

Tuesday, August 4, 2020
5:30 – 7:30 p.m.
Zoom Video Conference

Academy Council

Vince Xiong
Principal/Chair

Julia Yang
Assistant Principal/ Co-Chair

Tracy Wong
Teacher/Member

Vacant
Parent/Member

Mai Vang
Teacher/Member

Lonnie Dewitt
Parent/Member

Leeseng Thao
Movement/Member

Vacant
Parent/Member

Lilian Tipton
Community/Member

Gina Tamburrino
Teacher/Member

Felipe Silva
Teacher/Member

Vacant
Parent/Member

Visit us at:
www.ypsacharter.org

1. CALL TO ORDER (5:30 p.m.)

2. ADJUSTMENT TO THE AGENDA AS NEEDED

3. PUBLIC COMMENT – Limit Two Minutes Per Person (5:33 p.m.)

4. ACTION ITEM
   4.1 Donation – Adam Swinney
   - 20 iPad chargers (wall plug and cord)

5. INFORMATION/DISCUSSION ITEMS

   5.1 Monthly Admin Report
   5.1.1 Enrollment, Attendance, Achievement

   5.2 Distance Learning Update

   5.3 Teacher Compensation for taking split classes

   5.4 Learning Continuity and Attendance Plan

   5.5 English Learner Advisory Committee

6. ADJOURN (7:30 p.m.)

Meeting ID: 330 914 7570
Password: ypsa

From: Mai H Vang <Mai-H-Vang@urbancsc.org>
Sent: Monday, July 27, 2020 1:22 PM
To: Yer Lao <Yer-Lao@urbancsc.org>
Subject: FW: Donations

Hi Yer,
Today the package that my parent donated came. It was donated by Adam Swinney and Abby Swinney. There were 20 wall chargers and 20 cords. It was donated to the Kindergarten Team. Adam said that all the items costed $162. Please let the school know of this generous donations. Let me know if there is anything else I need to do to get this on the donation list.

Sincerely,
Mrs. Vang

5.1 Enrollment, Attendance, and Scholar Achievement

Enrollment

Kinder	1st	2nd	3rd	4th	5th	6th	Total
49	71	72	73	67	59	72	463

Attendance

Grade	Grade Level Team	Monday # Enrolled	Monday # Presented	Monday % Attendance	Tuesday # Enrolled	Tuesday # Presented	Tuesday % Attendance	Wednesday # Enrolled	Wednesday # Presented	Wednesday % Attendance	Thursday # Enrolled	Thursday # Presented	Thursday % Attendance	Friday # Enrolled	Friday # Presented	Friday % Attendance	AVERAGES
K	97.92%	16	15	93.75%	16	16	100.00%	16	14	87.50%	16	16	100.00%				95.31%
K		16	16	100.00%	16	16	100.00%	16	16	100.00%	16	15	93.75%				98.44%
K		17	17	100.00%	17	17	100.00%	17	17	100.00%	17	17	100.00%				100.00%
1	94.63%	23	19	82.61%	23	20	86.96%	23	21	91.30%	23	21	91.30%				88.04%
1		24	23	95.83%	24	24	100.00%	24	23	95.83%	24	23	95.83%				96.88%
1		24	24	100.00%	24	24	100.00%	24	23	95.83%	24	24	100.00%				98.96%
2	93.40%	24	22	91.67%	24	22	91.67%	24	22	91.67%	24	22	91.67%				91.67%
2		24	24	100.00%	24	21	87.50%	24	23	95.83%	24	21	87.50%				92.71%
2		24	23	95.83%	24	24	100.00%	24	22	91.67%	24	23	95.83%				95.83%
3	100.00%	25	25	100.00%	25	25	100.00%	25	25	100.00%	25	25	100.00%				100.00%
3		24	24	100.00%	24	24	100.00%	24	24	100.00%	24	24	100.00%				100.00%
3		24	24	100.00%	24	24	100.00%	24	24	100.00%	24	24	100.00%				100.00%
4	100.00%	23	23	100.00%	23	23	100.00%	23	23	100.00%	23	23	100.00%				100.00%
4		22	22	100.00%	22	22	100.00%	22	22	100.00%	22	22	100.00%				100.00%
4		22	22	100.00%	22	22	100.00%	22	22	100.00%	22	22	100.00%				100.00%
5	93.23%	21	19	90.48%	21	20	95.24%	21	20	95.24%	21	21	100.00%				95.24%
5		20	17	85.00%	20	18	90.00%	20	18	90.00%	20	19	95.00%				90.00%
5		18	17	94.44%	18	17	94.44%	18	17	94.44%	18	17	94.44%				94.44%
6	96.18%	24	23	95.83%	24	22	91.67%	24	23	95.83%	24	22	91.67%				93.75%
6		24	21	87.50%	24	23	95.83%	24	24	100.00%	24	24	100.00%				95.83%
6		24	23	95.83%	24	24	100.00%	24	24	100.00%	24	24	100.00%				98.96%
		463	443	95.68%	463	448	96.76%	463	447	96.54%	463	449	96.98%	0	0		96.49%

Device Distribution for Distance Learning

Devices were distributed to scholars who are in need of one for distance learning to take place, except third and fourth grade. The following shows how many devices were checked out from each classroom:

Grade	Devices Checked Out	Devices Left in Classroom	iPads/Laptops Checked Out	iPads/Laptops on Hand
K	33	39		
1	49	23	124	92
2	42	30		
3	58	14		
4	48	24	194	94
5	40	32		
6	48	24		
Total	318	186	318	186
	504		504	

5.2 Distance Learning Plan

On July 23, the YPSA Distance Learning Plan was posted on both the YPSA and UCSC websites, along with announcements and links to the plan on YPSA Facebook.

YAV PEM SUAB ACADEMY

Distance Learning Plan

2020-2021

7555 South Land Park Drive
Sacramento, CA 95831
(916)433-5057

School Re-Opening Committee Members:
Vince Xiong (*Principal*), Julia Yang (*Assistant Principal*), Yer Lao (*Administrative Clerk*),
Fatima Cruz (*Nurse*), Gina Tamburrino (*4th Grade Teacher*), Leeseng Thao (*PE Teacher*),
Eenam Saelee (*Custodian*), Lilian Tipton (*Kitchen Manager*), Mary Yang (*Parent & Yard Staff*),
Norma Verdi (*Parent & IA*), Lonnie Dewitt (*Grandparent*)

Background

The YPSA School Re-Opening Committee (inclusive of two administrators, office staff, nurse, custodial, two teachers, food services, support staff, and parents) was established to review the guidelines for school re-opening provided by the California Department of Education, the Sacramento County Office of Education, the County Public Health Department, and the Centers for Disease Control and Prevention.

Other resources included:

1. CDC Decision-Making Tree
2. NIET Planning Guide: Scenarios and Considerations for 2020-2021
3. REACH Protocol – Safe Return to School
4. COVID-19 Industry Guidance: Schools and School-based Programs
5. CSDC COVID-19 Instruction Compliance Checklist
6. Comparison of School Re-Opening Guidelines

After a review of the guidelines and documents available, a school re-opening timeline was developed that detailed the work needed to be done before July 24, 2020 so school can be re-opened on July 27, 2020.

However, on Wednesday, July 15, 2020, the County Office of Education, in collaboration with the County Public Health Department, made the determination that all schools in the 13 districts within Sacramento County cannot open for on-site learning. As such, YPSA will be re-opening with full distance learning until it is safe to re-open school for on-site learning.

Below is a checklist of instructional expectations that are consistent with the new requirements of SB98 and AB77 that was signed into law on June 29, 2020 for distance learning and on-site learning. For the purpose of distance learning, the items related to on-site learning has been taken out.

"The preferred method of instruction will always be in-person; students gain the most from the relationships developed through in-person interactions. However, it is the expectation of the state that if a school offers hybrid or mixed-delivery instructional models, it will do so through a framework of maximum teacher student engagement, with plans in place to ensure that no child falls through the cracks. This balance of flexibility for schools and instructional accountability is essential to navigate the COVID-19 pandemic while minimizing the impact of, educational disruption on student learning."

COVID-19 Instructional Compliance Checklist for Distance Learning (CSDC)

☐ All pupils have access to connectivity and devices adequate to participate in the educational program and complete assigned work.

☐ Instructional content is aligned to grade level standards at a level of quality and intellectual challenge substantially, equivalent to in-person instruction.

☐ Instruction includes academic and other supports for all of the following:

☐ Pupils not performing at grade level,

- ☐ Special education students,

- ☐ English learners,

- ☐ Pupils in foster care/homeless,

- ☐ Pupils requiring mental health supports.

☐ Instruction includes special education and related services required per IEPs, with necessary accommodations for distance learning.

☐ Instruction includes designated and integrated English language development instruction, including assessment of English proficiency, support/access to curriculum, ability to reclassify as English-proficient, (if applicable), and support for dual language learning.

☐ Instruction includes "daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and connectedness. Instruction takes the form of telephonic or internet communication "or by other means." If daily interaction is not feasible, board develops alternative plan for "frequent live interaction that provides a comparable level of service and school connectedness" with input from parents/stakeholders.

☐ Document daily participation for each pupil on each school day of distance learning (whole or partial). Documentation may include:

- ☐ Evidence of online activities,

- ☐ Completion of regular assignments,

- ☐ Completion of assessments, and

- ☐ Contacts between employees, parents, pupils.

☐ Document pupils as "absent" if not participating in distance learning on a given day.

☐ Ensure completion of a weekly engagement record documenting synchronous or asynchronous instruction for each whole or partial day of distance learning:

- ☐ Verifying participation, and

- ☐ Tracking assignments.

☐ Provide nutritionally adequate meals for pupils who are eligible for free/reduced-price meals, whether engaged in in-person or distance learning.

☐ Offer at least 175 instructional days per year, including either:

- ☐ Days established by the board in a classroom under the immediate supervision and control of a certificated employee, and/or

☐ In distance learning meeting all applicable requirements listed above.

☐ Deem pupils "absent" on days when students do not participate in distance learning.

☐ Use absence data to report "chronic absenteeism" rates in school's local control and accountability plan.

☐ Develop, implement written procedures for tiered reengagement strategies for pupils who are absent for:

☐ More than three days, and/or

☐ 60 percent of days in a given school week.

☐ Reengagement strategies shall include:

☐ Verification of current contact information,

☐ Daily notification of parents/guardians of absences,

☐ A plan for outreach to determine pupil needs, including health/social services and transition to full-time in-person instruction if feasible.

☐ Regularly communicate with parents/guardians regarding pupil academic progress.

Scholar Device Need

Scholars in need of a technology device will receive one upon completion of pages 4 and 5 of the Scholar Technology Device Agreement. To address the learning needs of our scholars with a high-quality education program through distance learning, YPSA offers the following distance learning for kindergarten through sixth grade that has been updated with recent requirements according to SB98 and AB77.

Distance Learning for Core, HLD, And Movement

Distance learning at YPSA will take on the following format:

1. All teachers and staff members who have direct contact to teaching and learning will be using Google Classroom (as stated in the YPSA charter petition) as the platform, along with other Google Suite Applications, to connect to distance teaching and learning.

2. Daily live virtual teaching and learning will take place via Google Meets/Zoom for core, HLD, and Movement.

3. Lessons are planned using the 8-step lesson plan format, and will be turned in weekly on Thursday on or before 5:00 PM.

4. All teaching and learning will be aligned to the HET Model and the YPSA charter petition.

5. Teacher/Staff Planning and collaboration for teaching and learning will be made possible via Microsoft Teams/Zoom.

6. Instruction will be aligned to grade level Common Core State Standards.

7. Teachers will have regular communication with parents.

Distance Learning Required Criteria for Each Lesson Using the HET Model

☐ Each day will begin with a morning message, daily agenda, and learning objectives.

☐ Each lesson will have the follow components:

    ☐ The four key elements (MARC) list below:

        ☐ Meaningful Content

        ☐ Absent of Threat

        ☐ Reflection Opportunity

        ☐ Context

In the absence of meaningful content, there is a lack of interest in the learning and a disconnect with real life. In the presence of a threat, perceived or real, the brain gets hi-jacked and the learner either freezes, fights, or flights; when this happens, the desired learning does not occur. Without opportunities to reflect, there is little to no change or growth. Finally, without context, learning has little or no purpose for real life application.

    ☐ A minimum of four of the elements of body-brain education listed below:

        ☐ 1.   Absences of Threat

        ☐ 2.   Being There Experiences

        ☐ 3.   Meaningful Content

        ☐ 4.   Enriched Environment

        ☐ 5.   Movement to Enhance Learning

        ☐ 6.   Choices

☐ 7. Adequate Time

☐ 8. Collaboration

☐ 9. Immediate Feedback

☐ 10. Mastery (Application)

☐ The two-step learning process:

    ☐ Step 1:   Making meaning through Pattern-Seeking (input)

    ☐ Step 2:   Developing a mental program for using what we understand and wiring it into long-term memory (output)

☐ The five components of conceptual curriculum:

    ☐ 1. Sensory-rich learning experiences

    ☐ 2. Organizing Concept

    ☐ 3. Key points

    ☐ 4. Inquiries

    ☐ 5. Social/Political Action Projects

☐ The Lifelong Guidelines and LIFESKILLS:

    ☐ Lifelong Guidelines

        ☐ 1. Trustworthiness – To act in a manner that makes one worthy of trust and confidence

        ☐ 2. Truthfulness – To be honest about things and feelings with oneself and others

        ☐ 3. Active listening – To listen with the intention of understanding what the speaker intends to communicate

        ☐ 4. No put-downs – To never use words, actions and/or body language that degrade, humiliate, or dishonor others

        ☐ 5. Personal best – To do one's best given the circumstances and available resources

☐   LIFESKILLS

☐ 1. Caring – To feel and show concern for others

☐ 2. Common Sense – To use good judgment

☐ 3. Cooperation – To work together toward a common goal or purpose

☐ 4. Courage – To act according to one's beliefs despite fear of adverse consequences

☐ 5. Creativity – To generate ideas; To create something original or redesign through imaginative skill

☐ 6. Curiosity – A desire to investigate and seek understanding of one's world

☐ 7. Effort – To do your best

☐ 8. Flexibility – To be willing to alter plans when necessary

☐ 9. Friendship – To make and keep a friend through mutual trust and caring

☐ 10. Initiative – To do something, of one's own free will, because it needs to be done

☐ 11. Integrity – To act according to a sense of what's right and wrong

☐ 12. Organization – To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use

☐ 13. Patience – To wait calmly for someone or something

☐ 14. Perseverance – To keep at it

☐ 15. Pride – Satisfaction from doing one's personal best

☐ 16. Problem solving – To create solutions to difficult situations and everyday problems

☐ 17. Resourcefulness – To respond to challenges and opportunities in innovative and creative ways

☐ 18. Responsibility – To respond when appropriate; to be accountable for one's actions

☐ 19. Sense of humor – To laugh and be playful without harming others

☐ Include the 20 body-brain senses to make learning meaningful:

Sense	Kind of Input	Examples of Sensory Input
☐ 1. Sight	Visible light	Reflections dancing on the water; darting minnows, telephones, etc.
☐ 2. Hearing	Vibrations from the air	Laughter, rocks clashing, people take, water splashing, etc.
☐ 3. Touch	Tactile contact	Bare feet touch cold water, shaking another's hand
☐ 4. Taste	Chemical molecular	Taste of ice cream on the tongue
☐ 5. Smell	Olfactory molecular	Freshly cut grass, breathe mint
☐ 6. Balance	Kinesthetic geotropic	Moving rocks with hands, keeping balance
☐ 7. Proprioception	Awareness of boy in space	Shoveling mud (shovel as an extension of the body)
☐ 8. Vestibular	Repetitious movement	Re-arranging rocks and shoveling mud
☐ 9. Temperature	Molecular motion	Warm summer day
☐ 10. Pain	Nociception	A needle poking the skin
☐ 11. Eidetic imagery	Neuroelectric image retention	Vivid picture of a scene and its details
☐ 12. Magnetic	Ferromagnetic orientation	The location of the creek – south of the family home
☐ 13. Infrared	Long electromagnetic waves	The warmth and power of the sun's rays
☐ 14. Ultraviolet	Short electromagnetic waves	The warmth and power of the sun's rays
☐ 15. Ionic	Airborne ionic charge	The refreshing feeling from being around water

Sense	Kind of Input	Examples of Sensory Input
☐ 16. Vomeronasal	Pheromonic sensing	Primal sense of smell – body odor, sweat, rotting vegetables
☐ 17. Proximal	Physical closeness	Shoulder to shoulder with a friend
☐ 18. Electrical	Surface charge	Static electricity
☐ 19. Barometric	Atmospheric pressure	The changing winds blowing
☐ 20. Geogravimetric	Sensing mass differences	Density of material

☐ Include Common Core State Standards (CCSS) or subject specific standards identified for each lesson for

   ☐ 1. Core

   ☐ 2. Hmong Language Development

   ☐ 3. Physical Education (PE)

   ☐ 4. Tae Kwon Do

   ☐ 5. Dance

☐ Make sure lessons are inclusive of practice and mastery in real-world situations (Context from MARC).

☐ Make sure lessons provide multiple smarts opportunities for scholars to solve problems and/or create products.

☐ Must include monitoring of Dr. Donyall D. Dickey's Four Critical Quadrant of a Successful Culture of Instruction:

   ☐ Quadrant 1: Instructional Theories

   ☐ Quadrant 2: Instructional Imperatives

   ☐ Quadrant 3: Data Analysis

   ☐ Quadrant 4: Administrator Support

☐ English Learner Scholar Support Must Include:

   ☐ ELD Standard

- ☐ Instruction for Integrated ELD

- ☐ Instruction for Designated ELD

- ☐ Lessons for EL need to include comprehensible and meaningful input. Say it in a way that EL's will understand.

- ☐ One-to-one language rich interventions to support ELs in listening, speaking, reading, and writing during office hours (Teacher to define office hour time frame).

- ☐ Special Education/504 Scholar Support Must Include:

  - ☐ Instruction for scholars with IEP/504

  - ☐ Lessons for scholars with IEP/504 are differentiated to meet the IEP/504 goals.

  - ☐ Provide one-to-one support to scholars based on needs during office hours (Teacher to define office hour time frame).

- ☐ Collaborate with grade level team and other staff members to support the teaching and learning process.

- ☐ Use the Data Collaborative Inquiry Process to

  - ☐ Identify the learning gap

  - ☐ Provide intervention

  - ☐ Progress monitor

  - ☐ Make instructional adjustments as needed

- ☐ Collaborate with special education support providers as needed.

- ☐ Progress Monitoring and Management Tool will be used to collect data for continuous improvement.

- ☐ Perform other related duties as assigned.

Scholar Attendance

Daily attendance will be monitored via PowerSchool in the same manner as attendance was taken and monitored before COVID-19. All teachers will enter scholar daily attendance at the start of instruction at 8:15 a.m. The attendance clerk will review all daily attendance, and an automated telephone message will be programmed home to inform parents of any absences.

The regular daily attendance policy will be used for distance learning. As such, all scholars will need to log on to their Google Meets/Zoom session at 8:15 for attendance, morning message, and to go over their learning for the day. Each day, learning will vary depending on the grade level and the content.

"California schools will continue to provide 180 days of instruction per year (175 days for charter schools). Instructional minutes will be reduced to a minimum 240 minutes per day for grades 4-12 (180 minutes for kindergarten, 230 minutes for grades 1 to 3) in an effort to offer teachers more flexibility during distance learning (see section 43501 of AB-77)." https://edsource.org/2020/california-legislature-approves-state-budget-here-are-the-highlights-for-education-funding/634806

Distance Learning Daily Overview (Modified)

YPSA operates on a Monday-Thursday, 8:15 a.m. – 5:00 p.m. instructional schedule. Instruction in English Language Arts, Math, English Language Development, Social Studies, and Science occurs between the hours of 8:15 a.m. – 3:00 p.m. for first through sixth grade. The Kindergarten day ends at 2:00 p.m.

During the 8:15 a.m. - 3:00 p.m. time block, scholars participate in one hour of either Hmong language development (HLD) or a movement class that includes dance, Tae Kwon Do, or physical education. While scholars transition into HLD or Movement, general education teachers receive one hour to prep, plan, or work on curriculum and instruction related tasks with their grade level teams.

At 8:15 a.m., attendance is taken on Google Meets/Zoom; teachers go over the daily agenda, learning objectives, and provide scholars with a morning message. Afterwards and throughout the day, core instruction takes place in ELA, ELD, Math, Social Studies, and Science.

Each day, a team of instructional aides provide one-to-one intervention support to scholars who need support with foundational literacy and numeracy skills. Then, from 3:00 p.m. to 5:00 p.m., first-sixth grade scholars participate in the Achievement Through Technology (ATT) block with an integrated web-based learning program (MobyMax) to practice learning of the Common Core State Standards (CCSS). The ATT part of the day will be self-paced with daily directions from an ATT supervisor via Google Classroom/MobyMax Messenger.

Distance Learning via Live Interaction

Distance learning at YPSA will take the form of live video teaching and learning using Google Meets/Zoom. With a push to have live face-to-face instruction be designated at least three hours a day, the steps in the 8 step lesson plan that teachers will need to be live may be (1) Anticipatory Set, (2) Objective, (3) Input, (4) Modeling, (5) Check for Understanding, and (6) Guided Practice.

In this manner, scholars

> (1) know what they will be learning,
>
> (2) get the background information and vocabulary needed to be successful,
>
> (3) see how the new learning is being applied in steps modeled by the teacher,
>
> (4) ask clarifying questions,
>
> (5) and get to practice a few examples before they are sent off to do the work on their own.

Core, HLD, and Movement teachers will be live streaming their lessons on a daily basis according to the daily schedule shown below in Table 1. Daily instructional content will include:

☐ English Language Arts (Reading, Writing, Listening, Speaking, Critical Thinking)

☐ English Language Development (Both integrated and designated)

☐ Math

☐ Social Studies or Science

☐ Hmong Language Development

☐ Dance

☐ Tae Kwon Do

☐ Physical Education (PE)

Table 1: Daily Distance Learning/On-site Learning Schedule

Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Core (8:15 – 9:15)	Core (8:15 – 9:15)	Core (8:15 – 9:45)	Core (8:15 – 9:15)	Core (8:15 – 9:15)	Core (8:15 – 9:45)	Core (8:15 – 9:15)
Recess (9:15 – 9:30)	Recess (9:15 – 9:30)		HLD/ Movement (9:15 - 10:15)	Recess (9:15 – 9:30)		HLD/ Movement (9:15 - 10:15)
Core (9:30 – 10:50)	Core (9:30 – 11:25)	Recess (9:45 – 10:00)		Core (9:30 – 11:25)	Recess (9:45 – 10:00)	

		Core (10:00 – 10:50)	Recess (10:15 – 10:30)		Core (10:00 – 10:50)	Recess (10:15 – 10:30)
Lunch (10:50 – 11:20)		HLD/ Movement (10:50 - 11:50)			HLD/ Movement (10:50 - 11:50)	
	Lunch (11:25 – 11:55)	Core (11:50 – 12:00)	Core (10:30 – 12:35)	Lunch (11:25 – 11:55)	Core (11:50 – 12:00)	Core (10:30 – 12:35)
Core (11:20 – 12:45)	Core (11:55 – 12:30)	Lunch (12:00 - 12:30)		Core (11:55 – 12:30)	Lunch (12:00 - 12:30)	
Recess (12:45 – 1:00)	HLD/ Movement (12:30 - 1:30)	Core (12:30 – 3:00)	Lunch (12:35 – 1:05)	HLD/ Movement (12:30 - 1:30)	Core (12:30 – 3:00)	Lunch (12:35 – 1:05)
Core (1:00 – 2:00)	Core (1:30 – 3:00)		Core (1:05 – 3:00)	Core (1:30 – 3:00)		Core (1:05 – 3:00)
Dismissal (2:00)						
	ATT (3:00 - 5:00)	ATT (3:00 - 5:00)	ATT (3:00 - 5:00)	ATT (3:00 - 5:00)	ATT (3:00 - 5:00)	ATT (3:00 - 5:00)

Table 2: Schedule for Hmong Language Development/Movement

Hmong Language Development & Movement Daily Schedule

Time	Monday Electives	Teacher	Room	Tuesday Electives	Teacher	Room	Wednesday Electives	Teacher	Room	Thursday Electives	Teacher	Room
7:45 - 9:15	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP
9:15 - 10:15	3rd - HLD	Surapong	4	3rd-MVMT	Liader	4	3rd - HLD	Surapong	4	3rd-MVMT	Liader	4
		Kou	5		Leeseng	5		Kou	5		Leeseng	5
		Xee	6		Joey	6		Xee	6		Joey	6
	6th - MVMT	Liader	12	6th - HLD	Surapong	12	6th - MVMT	Liader	12	6th - HLD	Surapong	12
		Leeseng	16		Kou	16		Leeseng	16		Kou	16
		Joey	19		Xee	19		Joey	19		Xee	19
10:15 - 10:50	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
10:50 - 11:50	2nd-HLD	Surapong	24	2nd-MVMT	Liader	24	2nd-HLD	Surapong	24	2nd-MVMT	Liader	24
		Kou	25		Leeseng	25		Kou	25		Leeseng	25
		Xee	26		Joey	26		Xee	26		Joey	26
	5th - MVMT	Liader	8	5th-HLD	Surapong	8	5th - MVMT	Liader	8	5th-HLD	Surapong	8
		Leeseng	9		Kou	9		Leeseng	9		Kou	9
		Joey	31		Xee	31		Joey	31		Xee	31
11:50 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 - 1:30	1st-HLD	Surapong	20	1st-MVMT	Liader	20	1st-HLD	Surapong	20	1st-MVMT	Liader	20
		Kou	21		Leeseng	21		Kou	21		Leeseng	21
		Xee	22		Joey	22		Xee	22		Joey	22
	4th-MVMT	Liader	7	4th-HLD	Surapong	7	4th-MVMT	Liader	7	4th-HLD	Surapong	7
		Leeseng	10		Kou	10		Leeseng	10		Kou	10
		Joey	11		Xee	11		Joey	11		Xee	11
1:00 - 4:25	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP	PLAN/PREP

Grades and Report Cards

Grades will be based on lessons taught. Lessons are based on the grade level's common core standards' map or the subject specific standards for HLD, Dance, Tae Kwon Do, and PE. Assignments will be graded, and the regular standards-based report card will be used to report each trimester's grades. Mid-trimester progress reports will be emailed/sent to parents for any scholars not meeting grade level standards. Conferences will be conducted virtually.

The grades that teachers will be sharing will include progress from MobyMax and foundational skills.

Special Education (RSP and Speech)

Scholars who have active IEPs are provided instructional support from the RSP teacher and/or the Speech Pathologist and will follow the expectations below:

☐ Must create learning schedule consistent with scholar IEPs and goals.

☐ Must create Google Classroom and conduct Google Meets/Zoom sessions that are consistent with scholar schedule and needs. To be shared with Principal/AP.

☐ Must schedule office hours for one-to-one support with scholar/parent.

☐ Must schedule, organize, and attend all IEP meetings.

☐ Must collaborate with teachers and administrators to support scholar IEPs/Goals.

☐ Must check in with administrators and program specialist regularly to stay informed of school/district protocols.

☐ Must make sure all data and logs are updated in SEIS.

☐ Must follow all HIPPA and FERPA laws accordingly.

☐ Must attend staff meetings as appropriate.

☐   Perform other related duties as assigned.

Instructional Aide Foundation Skills Support

In addition to what is being provided by Core, HLD, and Movement, scholars who have been assessed and are in need of targeted support will receive one-to-one support in foundational literacy and numeracy skills and will have the following format:

☐   Must ensure that all scholars have Google Classroom accounts for virtual one-to-one interactions.

☐   Must ensure that individual sessions are a direct alignment to the assessments and needs of each scholar. (targeted support)

☐   Must ensure that Google Forms/Google Sheets are used to log daily attendance.

☐   Must ensure that progress monitoring is being made daily through Google Classroom and Dropbox.

☐   Must include an accountability and progress monitoring system that includes:

  ☐   Weekly scholar attendance and intervention session reports will be sent to administrators before 5:00 PM every Thursday.

  ☐   Google Classroom access will be given to administrators to be able to provide support with "Google Classroom walkthroughs."

  ☐   Schedules of office hours and intervention schedules will be provided to Administrations once set up.

  ☐   Collaboration meetings will also include administrators.

  ☐   Share the Dropbox with administrators.

☐   Progress Monitoring and Management Tool will be used to collect data for continuous improvement.

☐   Must log on and participate in regular/team meetings via Teams/Zoom.

☐   Perform other related duties as assigned.

Achievement Through Technology (ATT)

The ATT part of the day will be self-paced from 3:00 – 5:00 PM, and scholars will log on to MobyMax to practice lessons assigned. ATT supervisors will monitor scholar participation in MobyMax and follow the expectations listed below:

☐   Must use the same Google Classroom platform as the core teacher to stream announcements, assign MobyMax classwork, and join Google Meets with the core teachers, as appropriate.

- ☐ Must use MobyMax Messenger to communicate with scholars.

- ☐ Must use ELA and Math Placement Tests to properly assign lessons.

- ☐ Must monitor and record scholar attendance and participation in MobyMax (30 minutes per day).

- ☐ Must complete Weekly report of how scholars are doing in MobyMax into a Google Sheet.

- ☐ Must log on and participate in regular/team meetings via Teams/Zoom.

- ☐ Progress Monitoring and Management Tool will be used to collect data for continuous improvement.

- ☐ Perform other related duties as assigned.

Yard Supervisor - Support with Intervention

Yard supervisors will be supporting scholars with Kindergarten and 1st grade transition and foundational skills. They will be working closely with the Kindergarten and 1st grade teachers to provide one-to-one support and will follow the expectations listed below:

- ☐ Must use Google Classroom and Google Meets to provide one-to-one support.

- ☐ Must follow the one-to-one intervention schedule in collaboration with team.

- ☐ Must communicate and collaborate with grade level teachers regarding scholar attendance and intervention.

- ☐ Must monitor and record scholar attendance and participation with one-to-one intervention.

- ☐ Must complete Weekly report in Google Sheets.

- ☐ Must log on and participate in regular/team meetings via Teams/Zoom.

- ☐ Progress Monitoring and Management Tool will be used to collect data for continuous improvement.

- ☐ Perform other related duties as assigned.

Office Staff

The office staff, that includes the administrative clerk, the attendance clerk, and the nurse, will be working to provide school-wide support to staff, scholars, and families. Their work expectations are listed below:

Attendance Clerk

- ☐ Answer general school-related questions via Facebook, emails, and calls within 12-24 hours of receiving them.

- ☐ Review and verify staff attendance sign-in on Google Form before 4:00 PM daily, and generate a report to administration for review before 4:00 PM on Fridays.

- ☐ Using PowerSchool to monitor daily attendance; transfer the daily ADA attendance for each class to the excel spreadsheet title "ADA Attendance Report" by 12:00 PM the following day to capture attendance for the previous day.

- ☐ Add new staff member contact information to PowerSchool.

- ☐ Prep automated telephone messages to go home for scholar absences.

- ☐ Prep registration packets and cumulative records for new scholars.

- ☐ Input scholar tardy into a spreadsheet for documentation and reporting.

- ☐ Prep outgoing 6th grade CUM files for shipment to new school by June 25, 2020.

- ☐ Make scholar ethnicity, race, and emergency contact corrections in PowerSchool.

- ☐ Other related tasks as assigned.

Administrative Clerk

- ☐ Keep inventory of school supply closet, and order classroom and school supplies.

- ☐ Communicate with Optimal Teks to support with device trouble-shooting and non-operational devices as trouble shoot tickets are generated on an on-going basis, while on distance learning.

- ☐ Keep track of budget to support operation of school.

- ☐ Review and update all staff emergency contact information.

- ☐ Inspect and expect that the process for requisition, purchase, and inventory is used for every purchase.

- ☐ Update school website and Facebook postings by 12:00 PM weekly on Fridays.

- ☐ Update inventory of all school electronic devices.

- ☐ Create awards and certificates for scholar of the month, scholar's choice, attendance. Communicate with teachers and parents.

- ☐ Update the School Calendar for the 2020-2021 school year.

- ☐ Other related tasks as assigned.

Nurse

- ☐ Review all new incoming scholar files for any health alerts and update this information in PowerSchool as appropriate.

- ☐ Create a safety drill plan.

- ☐ Create a schedule to monitor all SSTs and 504s.

- ☐ Oversee health and safety processes and procedures.

- ☐ Coordinate with K-12 Health for mandated reporter training, along with other health trainings.

- ☐ Coordinate with all incoming kinder parents to make sure all scholar immunization records are completed and up to date.

- ☐ Coordinate with K-12 Health for support and services (vision, hearing, dental, etc.) as needed and for the 2020-2021 school year by June 19, 2020.

- ☐ Order needed health supplies.

- ☐ Create health folders for all scholars with health alerts and train teachers of these alerts.

- ☐ Other related tasks as assigned.

Collaboration/Meeting Time

Attend staff/team meetings via Teams/Zoom as scheduled.

Connecting with Parents

Communicate with parents via email, phone calls, school messenger, and Facebook.

Accountability and Progress Monitoring Support

- ☐ Update tasks and projects every week.

- ☐ Progress Monitoring and Management Tool will be used to collect data for continuous improvement.

Custodial Staff

During distance learning, the custodial staff will work on site to ensure the following expectations are met:

- ☐ Follow the school clean up schedule.

- ☐ Monitor and refill all site COVID-19 Safe Stations.

☐ Collaborate in staff meetings via Teams/Zoom.

☐ Complete Safe Schools Training modules.

☐ Maintain the safety and health of the school, including disinfecting and cleaning of areas used by staff while on campus.

☐ Open and close the school.

☐ Distribute supplies delivered to school to the appropriate staff.

☐ Support the school with all distance learning and on-site learning requirements.

☐ Progress Monitoring and Management Tool will be used to collect data for continuous improvement.

☐ Complete other related tasks as assigned.

Device Distribution

Device distribution will occur the week of July 20, 2020 and will follow the same process as the original device distribution in March of 2020. Teachers will be contacting their list of scholars who will need a device for distance learning. Upon, confirming and scheduling of device pick-up, parents will be able to come by the school and pick up devices for their scholars following the device distribution process.

Scholar Technology Device Use and Agreement

Scholars at YPSA in need of a technology device will receive a device upon completion of the agreement/ signature portion of the Scholar Technology Device Agreement and return to the school or classroom teacher. K-2 scholars will receive an iPad, and 3rd – 6th scholars will receive a laptop.

Virtual Meeting Norms

Meeting norms are standards/rules for meeting engagement that refer to processes, preparation, and communication practices which can apply to any meeting. The following norms have been established for staff, scholars, and parents to use when conducting on-line meetings:

☐ Use of technology that is most accessible to everyone on the team.

☐ Test your technology device before the meeting and resolve any technical issues.

☐ Find a quiet space to participate (put up signs "DO NOT DISTURB" or "IN A MEETING").

☐ Be on time.

☐ Turn on your video and be camera-ready.

☐ Refrain from eating and drinking.

☐   Be appropriate (dress, language, conduct, follow processes, clarification, etc.)

☐   Use an internet network line with full audio and video clarity and stability.

☐   Stay on task. Do not multi-task or do other work during the meeting (driving, laundry, cooking, watching a video clip, etc.).

☐   Follow an organized line-up to ensure each person has a chance to respond.

☐   Use the mute feature to prevent transmitting background noise.

☐   Speak up to get attention if you have a question or something to say.

YPSA Distance Learning Agreement for Parent & Scholar

I have read the YPSA School Re-Opening Plan for Distance Learning and have reviewed it with my scholar(s). By signing below, we understand and will fully participate in the distance learning program by making sure the following expectations are followed:

☐ Make sure your scholar has a working device with stable connectivity to access the learning. Check out a device from the school if a device is needed. (Parent)

☐ Agree to the conditions of technology device use outlined in the scholar technology device agreement. (Parent & Scholar)

☐ Log on to Google Meets/Zoom at 8:15 AM every day. (Scholar)

☐ Follow the schedule provided in Table 1 for Core, HLD, and Movement. Daily attendance will be taken, and scholars who are not logged on will be counted as absent. The school attendance policy will be in effect. (Parent & Scholar)

☐ Participate in live teaching and learning sessions via Google Meets/Zoom. (Scholar)

☐ Work on the assignments posted in Google Classroom and submit them before they're due. Grades will be counted for all assignments, and a cumulative grade will be assigned at the end of the trimester. (Scholar)

☐ Participate in the one-to-one foundational skills intervention/tutoring support by one of the instructional aides or yard supervisors, if applicable. (Scholar)

☐ Participate in learning modules in MobyMax as directed by one of the ATT supervisors. (Scholar)

☐ Participate in virtual awards assemblies, events, or activities as directed by teachers/staff members. (Parent & Scholar)

☐ Notify the school/teacher if your scholar will be absent from live sessions or from Google Classroom. (Parent)

_____   _____   _____   _____
Teacher/Staff Name   Grade   Scholar Name   Room #

_____   _____   _____   _____
Parent Signature   Date   Scholar Signature   Date

Please complete and return this page to the school by Thursday, August 6, 2020.

YPSA Distance Learning Agreement for Staff

I have read the YPSA School Re-Opening Plan for Distance Learning. By signing below, I understand and will fully participate in the distance learning program by making sure the following expectations are followed:

☐   Log on to Google Classroom to sign in for staff attendance. When absent, follow absence request protocols as appropriate.

☐   Log on to Google Meets/Zoom before 8:15 AM every day to take scholar attendance as applicable.

☐   Follow the schedule provided in Table 1.

☐   Participate in live teaching and learning sessions via Google Meets/Zoom.

☐   Follow the distance learning plan for your role.

☐   Participate in meetings via Teams/Zoom.

☐   Read emails daily to stay informed and respond to all requests.

☐   Invite Principal, AP, and ATT Program Manager to all Google Classrooms, team meetings/collaborations as appropriate.

☐   Communicate regularly with parents and keep administrators abreast of important issues.

_____   _____

Teacher/Staff Name   Date

Please complete and return this page to the school by Thursday, August 6, 2020.

5.3 Teacher Compensation for Taking Split Classes

5.4 Learning Continuity and Attendance Plan

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at
https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

[Respond here]

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

[Respond here]

[A description of the options provided for remote participation in public meetings and public hearings.]

[Respond here]

[A summary of the feedback provided by specific stakeholder groups.]

[Respond here]

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

[Respond here]

Continuity of Learning
In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

[Respond here]

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

[Respond here]

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

[Respond here]

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

[Respond here]

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

[Respond here]

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

[Respond here]

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

[Respond here]

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

[Respond here]

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

[Respond here]

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

[Respond here]

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

[Respond here]

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

[Respond here]

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

[Respond here]

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

[Provide description here]

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

[Provide description here]

As part of the requirement for submitting the Learning Continuity and Attendance Plan, YPSA will need to also submit a Single Plan for Student Achievement (SPSA)

School Year: [Enter SPSA Implementation School Year]

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
[Add School Name here]	[Add CDS Code here]	[Add SSC Approval Date here]	[Add Local Board Approval date here]

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

[Describe the purpose of the plan here]

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

[Describe the school's plan here]

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

[Add text here]

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

[Add text here]

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

[Describe the goal here]

Identified Need

[Add text here]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

[Identify student group(s) to be served here]

Strategy/Activity

[Describe the Strategy/Activity here]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
[Add Amount(s) here]	[Add source(s) here]

Annual Review

SPSA Year Reviewed: XXXX–XX

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

[Add text here]

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

[Add text here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Add text here]

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ [Enter amount here]

DESCRIPTION	AMOUNT
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ [Enter amount here]

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [Enter state or local funds subtotal here]
Total of federal, state, and/or local funds for this school: $[Enter total funds here]

5.5 English Learners Advisory Committee

English Learner Advisory Committee
A school-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services.

Requirement

Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Composition Requirements

Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body.

Elections

The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election.